

FINAL REPORT
FACULTY DEVELOPMENT GRANT

Submitted by Dr. Ursula Chandler
December 18, 2007

To Dr. Georgena Duncan, Dean of the School of Liberal and Fine Arts, and
To Dr. Jack Hamm, Vice President of Academic Affairs

REQUIRED COVER PAGE

APPLICATION FOR FACULTY RESEARCH GRANT

****All questions must be completed to be considered for grant award.**

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| Choose one: <input type="checkbox"/> Creative Activity <input checked="" type="checkbox"/> Research Activity | Application Deadline Date: <u>2.1.2007</u> (i.e. October 1 or February 1) Date of Last FRG Award (Semester and Year awarded): _____ Date of ATU Faculty Appointment (Semester and Year): <u>1981</u> |
|---|---|

1. **Project Title:** Innovative Policies and Instruction: ESL Academies in Arkansas.
2. _____
3. **Name of Principal Investigator/Project Director:** Dr. Ursula Chandler
4. _____
3. **School (abbrev):** Spring 2007 4. **Department:** FL 5. **Campus Mail Address:** Dean 116
6. **PI/PD Campus Phone:** 964-0807 7. **Amount Requested:** \$ 3,640.00 8. **Total Cost of Pro.** \$ 3,640.00
9. **Will total funds awarded be expended by June 30th of the current fiscal year:** Yes _____ No ^{*}I did not receive funds until 12.07.2007
10. **If not, what is the total to be expended this fiscal year:** \$ _____
11. **What is the total to be carried over to the next fiscal year:** \$ _____ (if approved by the VPAA)
12. **Project Completion Date:** 3. 20.2007 13. **Travel Dates:** 3. 17.2007-3.25.2007 (if applicable)
14. **Does this project involve:**
Yes No
 human subjects?
 animals/animal care facility?
 radioactive materials?
 hazardous materials?
 biological agents or toxins restricted by the USA Patriot Act?
 copyright or patent potential?
 utilization of space not currently available to the PI/PD?
 the purchase of equipment/instrumentation/software currently available to the PI/PD?

NOTE: If the answer is "yes" to any of the above questions, the investigator must attach appropriate documentation of approval or justification for use/purchase.

SIGNATURES

Department Contribution (if applicable): \$ _____

Account Number: _____

Chairperson **Date**

School Contribution (if applicable): \$ _____

Account Number: _____

Dean **Date**

This Section to be completed by the Office of Academic Affairs

Previous FRG Award final report received: Yes No

FSBA Committee Award Recommendation: Yes No

FSBA Committee Proposal Rank: of Total Proposals.

Recommendation of VPAA: Yes No Recommendation of President: Yes No

Award Date:

Restatement of the problem researched

I was invited by the Oxford Round Table on Bilingual Education, at Oxford University, UK, in March 2007, to present a paper on innovative practices in educating second language speakers in Arkansas. My paper dealt with the ESL Academies, a partnership between Arkansas Tech University, the Arkansas Department of Education, and the public schools, how to train teachers in Arkansas' public schools to teach students with limited or no English proficiency in their classrooms effectively. There are several challenges inherent in this teacher training: 1. To date, no Arkansas university has required that prospective teachers are trained in teaching speakers of other languages; 2. Teachers in public schools are required by law to teach all students, even those who do not speak English; 3. Teachers in public schools are required by law to teach content or discipline and English to speakers of other languages; 4. Arkansas is an "English Only" state and does not allow bilingual education; 5. Second language acquisition theories show that the more proficient a speaker is in his or her native language the easier it will be for him or her to acquire a second language; and, 6. Second language acquisition is a long-term process. It takes one to three years for speakers to acquire social language; acquiring academic language takes seven to ten years. It is easy to see that public school teachers face formidable challenges. The paper, which I presented on March 20, 2007, entitled, Innovative Policies and Instruction: ESL Academies in Arkansas, addressed these and other issues.

Brief review of professional enhancement opportunity

The Oxford Round Table on Bilingual Education was an intensive five day, international conference, March 18-March 23, 2007. Speakers from all over the world presented their papers on issues related to second language speakers and second language acquisition. It was interesting to learn, first of all, that working with second language speakers is a world-wide challenge, not just an American problem. War, genocide, famine, natural disasters, and poverty are some of the reasons for massive population movements. It was instructive to learn about practices in other countries, for example Denmark and Finland, who are accommodating Iraqi refugees and providing them with bilingual, i.e. home language and Danish or Finnish, education. Other school communities, for example in South Africa, face conflicts with indigenous populations who speak primarily Swahili, but the language of instruction in public schools is English or Afrikaans. In Australia, for example, many indigenous languages face extinction in the immediate future, because the language of instruction in the public schools is English and the speakers of tribal languages either die or leave the reservations. Questions of public policy, the value and dignity of human beings, including their languages and cultures, and implications of policy decisions, were discussed at this conference.

Summary of findings, outcomes, or experiences

Participation in The Oxford Round Table on Bilingual Education was an extremely valuable experience. First, I was able to showcase innovative programs developed and offered by Arkansas Tech University, and that was an honor. Second, the five-day conference provided me with many opportunities to examine programs and policies

dealing with second language acquisition in the United States as well as in other nations, giving me a much broader perspective on factors related to second language education and public policy. Third, I had the opportunity to meet and network with professional colleagues, many of whom are second language experts and also work in teacher education and deal with similar challenges facing the teachers in Arkansas. Being able to draw on such resources is invaluable.

Conclusions and recommendations

Participation in The Oxford Round Table on Bilingual Education has been a significant professional experience. It has broadened my professional expertise by providing me with a global perspective on second language acquisition. It is a perspective I have shared and will continue to share in educating teachers in the ESL Academies and with my colleagues around the state and in the Arkansas Department of Education.

Thank you for supporting me in this professional opportunity.

Dr. Ursula Chandler

A handwritten signature in cursive script, appearing to read 'UCh', positioned below the typed name 'Dr. Ursula Chandler'.